

Melbourne Institute of Technology

Learning and Teaching Plan 2021-2024



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Considered by Learning and Teaching (L&T):

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Overview

Learning and teaching quality is an integral part of MIT's Vision and Mission. The pandemic has changed the very essence of the teaching process, causing unprecedented challenges to maintain the quality of learning and teaching.

'COVID-19 pandemic has brought upon us the largest disruption on education systems in history' (United Nations), affecting all learning and teaching around the world. Closure of institutions, suspension of face-to-face teaching, social distancing, and restrictive movement rules have significantly disrupted and challenged traditional educational practices and how today's young learners acquire new knowledge and skills.

During the pandemic, many aspects of learning and teaching pedagogies and assurance of learning have gained new meanings; applications such as blended learning, flipped classroom, collaborative approaches to the construction of knowledge, use of multimedia, as well as increased student control, choice, and independence have become more common. Learning can now take place anywhere, at any time, and to any number of students, involving new forms of assessment and self-directed online learning.

Similarly, the pandemic has disrupted many industries necessitating employee upskilling and reskilling. Employees look for further studies as a response to the uncertainties created by this disruption. This will give new impetus to online learning, work-related skills development and ongoing education, especially in the emerging post-COVID-19 era.

Emerging Pedagogical trends

According to teachonline.ca, as academic teaching staff become more familiar with digital technologies for teaching and learning, pedagogical responses and various strategies are emerging. For example:

- A move to open learning, making it more accessible and flexible. The classroom with information delivered through a lecture is no longer the unique centre of learning.
- An increased sharing of power between the instructor and the student. This is manifest as a changing instructional role, towards more support and negotiation over content and methods, and a focus on developing and supporting student autonomy. On the student side, this can mean an emphasis on students supporting each other through peer discussion groups, assessment, even online study groups but with guidance, support and feedback from learning and content experts such as the instructor.
- Increased use of technology, not only to deliver teaching but also to support and assist students and to provide new forms of student assessment, such as modelling and experimentation.

Learning and Teaching Plan 2021-2024

Since the beginning, MIT has placed emphasis on high-quality student-centred teaching pedagogies to enrich student learning and success. MIT identifies emerging trends that are intrinsically linked to the best practice in learning and teaching strategies and has embedded those into course design and development, delivery, assessment, and feedback to optimise student success. MIT will continue to scan for developments in teaching approaches and incorporate these in the MIT learning environment.

The goals outlined in this plan continue in this direction and assert student-centred learning. They underpin the Institute's Strategic Priorities by equipping and producing graduates with the skills they need at the workplace and increasing their ability to foresee opportunities in the future.

The plan has been developed and underpinned using information from several sources which include:

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- Best practise sector benchmarking
- Key existing policies and strategy documents directly related to Learning and Teaching
- Student feedback and consultation through student surveys and QILT data
- Staff feedback on existing and alternative initiatives to improve innovation in teaching and engagement in student learning.

The key foundation and platform of our plan includes adherence to Tertiary Education Quality and Standards Agency (TEQSA) and the Higher Education Standards Framework 2021 domain three which encompasses:

- Course engagement with advanced knowledge and inquiry, theoretical frameworks and concepts, related scholarship, and emerging ideas
- students achieve learning outcomes in a progressive and coherent manner aligned to AQF requirements
- courses achieving and maintaining professional accreditation where applicable
- teaching staff are sufficient, capable, and available to students appropriate to a higher education context
- learning resources are accessible, appropriate, current, relevant, specific to and consistent with the course requirements.

The key foundation and platform of our plan also includes leading education practices, such as:

- Engaging learning (student centred along with WIL, certificates and micro credentials)
- Ensuring contemporary content
- Industry and professional practice orientation

MIT Learning and Teaching practice will continue to adopt sector best practise through a continuous improvement process with the curriculum to be informed and connected through benchmarking and continuing industry advisory committee involvement, as MIT continues to deliver a high quality, engaged student centric work relevant learning experience.

MIT commits to ensure student centric education remains a key driver for this plan, along with connecting, collaborating and developing practice and recognising needs of specific cohorts. This will provide enhanced opportunities for teaching innovation and engagement, supported by existing quality assurance processes, and informed with the monitoring of data on teaching, learning and curriculum practise.

The MIT learning and teaching plan goals are based on a set of guiding principles:

1. Learning and Teaching at MIT is delivered upon through a whole organisational commitment to enhancement of the student experience, quality of graduates, and achievement of academic success
2. Advanced knowledge development is the central concept that frames the purposes of teaching and assessment at MIT
3. Student input and feedback is valued, considered, and acted on where appropriate to enhance the student learning experience.

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4. Learning and Teaching will support the educational aspirations of our international and domestic students.
5. Emphasis on course design to ensure industry relevance and currency achieved through evidence-based benchmarking, quality utilisation of technology and development of new teaching practice.
6. Innovative teaching practise, related scholarship and emerging ideas are welcomed, supported, and encouraged to enhance student learning experience.
7. MIT recognise and celebrate teaching achievements amongst staff and learning success amongst students.

The Learning and teaching plan will be reviewed and updated once TEQSA completes its work on compliance against the new HESF 2021, and to align to the new Institute Strategic plan.

Goal 1. Develop flexible, specialised, and distinctive curricula

The reputation and sustainability of the Institute depends on the quality of its resources, educational experience, services, and graduate outcomes. In a world where careers and industries are evolving at lightning speed, independent and innovative thinking will set our graduates apart from the rest.

Hence, our curriculum must be specialised or distinctive for the students to be competitive in the job market and are skilled and resilient for an uncertain future.

MIT's graduates are in every sense the Institute's best ambassador. The standard of MIT's graduates in their specific discipline, their approach, and ability to solve problems, through the lenses of the Institute's values will establish provide a testament to the quality of education at MIT. The curricula is designed to motivate students to reach their potential.

MIT's aspiration is to be consistently placed in the top 25% of Australian Private Higher Education Providers on the Generic Skills Scale, and in the upper half for graduates in full-time work and/or full-time study.

Goal 2. Develop innovative, adaptive, and creative pedagogies and teaching excellence

The goal of learning and teaching is more than just the transfer of content from one person to another. Pedagogies provide frameworks for the multitude of decisions instructors have to make about how they teach. The way that people are taught affects how and what students learn. With the new norm of remote learning, re-skilling and upskilling have given rise to new challenges. Accordingly new pedagogical approaches have been developed and refined to promote a variety of different kinds of learning encompassing learning of explicit content, of ways of doing things, within the sphere of values and habits. MIT places important emphasis on development of staff in teaching and scholarship excellence. The standard of MIT's graduates in their specific discipline is, in every sense, an outcome of the high calibre of teaching staff in the Institute, as such MIT places importance in ensuring development opportunities and recognition of staff achievement in this domain.

Pedagogy is at the heart of the learning and teaching and at MIT. As part of continuous improvement to enhance student learning and engagement, MIT is committed to continuously research, review, update and innovate on pedagogies, preparing students to solve problems and meet the new and emerging contemporary challenges. MIT's aspiration is to be valued as a destination of choice by our staff who flourish in a supportive environment which recognises their contribution to teaching and scholarship excellence.

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Goal 3: Develop authentic, meaningful, and relevant assessment

Assessment is vital to the higher education learning process. Each higher education provider uses various assessment models to measure what students have learned, to promote students, to ensure they have met required standards on the way to learning, certification, and completion. MIT is no exception to this broad aim. A program of varied forms of assessment should be established through mapping the core unit assessment in the courses. Criteria for the number of forms of assessment (case-based, presentation, et cetera) are set and they are distributed to the most suitable units, innovating in creating alternative forms of assessment elsewhere.

MIT is committed to continuously improve its formative and summative assessment models that is unique, underpin authenticity, progressive, and relevant assessment to enhance student engagement in the learning process as well as student outcomes.

Goal 4: Encourage and promote a focussed student-centred approach to learning and teaching

Effective teaching is the single biggest determinant of student learning success. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do and how they interact with students is the key component to successful student learning outcomes.

MIT is committed to ensuring that student learning and new knowledge development is at the centre of our teaching and learning approach. A key focus on student input and feedback, enhanced by leading edge best practise technology supported teaching combines to ensure MIT receive a fulfilling learning experience which positions them well to compete in their chosen careers

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Goal 1: Develop flexible, specialised, and distinctive Curricula				
Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
1.1 Develop a specialised, distinctive curriculum.	a) Develop a comprehensive suite of courses to ensure alignment with emerging trends professional needs and market demand. b) Curriculum design and reviews completed and courses offered incorporating characteristics of this objective (1.1) including the availability of progressive study options.	KPI: New course accreditation Target: <ul style="list-style-type: none"> • <i>Receive TEQSA Accreditation of Master of Research in Business and Master of Research in ICT.</i> • <i>Redesign MPA and BBus for market fit</i> • <i>Review BNet, MNet</i> 	Executive Dean / Heads of School	Achieved Scheduled Accreditation Approval. Q1, 2022 MPA Q2,2022 BBUS Q3, 2022 BNet, Mnet Q3,2022
	c) Ensure course design is flexible to support broad educational opportunities and diverse pathways for students.	KPI: Sustainable demand and student satisfaction in new degrees. Target: <i>Increase year on year demand for courses including growing domestic market *</i> Target: Annual increase in pathway student for courses * Target: Increase cooperative partnerships with other institutions and associations *	Heads of School/ Course Coordinator Heads of School/ Course Coordinator	Annual reporting through TLC Targets achieved annually Minutes of meetings to include recommendation / action register.

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Goal 1: Develop flexible, specialised, and distinctive Curricula				
Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
	d) Actively seek and involve student cohort representatives in conversations about the curriculum and governance of courses.	Student cohort representatives selected, target meetings established and monitored. Student Experience Survey (SES), Skills rated as having	Heads of School/ Course Coordinator	Targets achieved annually
		developed through their studies (UG & PG). Target: Exceeds National Average in related field.		

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Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
	e) Strengthen partnerships with our industry and alumni to create collaborative, relevant and authentic curricula.	Unit and course reviews and student experience surveys (CEQ): Skills improved Target: Exceeds National Average in related field. Graduate Designation Survey: employment, full time study** Guest Lectures and Seminars Target: 2 Guest Lecturer presentations and seminars in each course per Trimester. Industry accreditation of courses Target: All courses continue to gain accreditation by the relevant bodies/association.	Heads of School/ Course Coordinators / Careers Officers	Successful accreditation by the relevant bodies/association. Targets achieved annually Targets achieved annually Each trimester Targets achieved annually
	f) Ensure scheduled course reviews embrace completion renewal and timely implementation of review recommendations.	Audit skill needs to effectively manage teaching performance. Develop training program.	Heads of School	Course review changes reported to AB annually

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Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
1.2 Design and implement courses that are industry aligned through evidence -based benchmarking	a) Establish a framework to ensure design and implementation of courses are industry leading and provide students with the skills and knowledge to assist them in achieving their desired professional goals.	Framework developed and implemented across programs.	Heads of School/ Course Coordinator	Framework disseminated. Q4,2021
	b) Ensure current expectations of professional standards for accredited courses are up to date, to ensure work ready graduates by disciplines.	Periodic review of accreditation standards implementation in courses Industry accreditation of courses. Target: All the courses continue to be accredited by the relevant bodies/association Target: Development of higher-level partnerships with relevant bodies and associations *	Deputy/Associate Head of School	Register recording accreditation standards implementation in courses annually <i>Each accreditation cycle</i>

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Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
1.3 Ensure WIL is embedded in all Courses across MIT.	a) Review courses to ensure WIL is evidenced through course design in second- and third-year units.	Target: Ensure 40% of carefully selected units in a course are identifiable as WIL. Establish WIL Performance Indicators and monitor them. WIL in all courses and appropriate units Developing WIL capability with professional orientation	Heads of School / Course Coordinators	Reported through Digital Delivery meetings and TLC annually. Q4,2021
	b) Develop WIL policies, procedure, strategies and processes	KPI: WIL framework KPI: WIL policy and procedure Target: Develop Institute-wide WIL policies, procedures, strategies and processes	ED, PC	Q1, 2022
		KPI: Selection and admission processes are transparent and clearly communicated Target: Review and strengthen WIL selection and admission processes.	Deputy Head of School	Q4, 2021

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Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
		KPI: WIL students are provided with effective industry supervision. Target: Regular and timely advice and feedback on WIL	Schools	Q1, 2022
		activities reported to L/T and EMC each Trimester		
		KPI: WIL Assessment practices are fair and transparent Target: Create a WIL assessment form to be used for annual assessment and review each year.	Schools	Q4, 2021

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Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
		<p>KPI: Student feedback data</p> <p>Target: Process developed to support the gathering of student/business feedback for the purposes of improving WIL experience.</p> <p>KPI: Business (partner) feedback data</p>	Campus Directors	Q4, 2021
	c) Develop targeted WIL Activities	<p>KPI: Define, review and consolidate they nature and type of WIL activities the Schools and MIT is to engage in</p> <p>KPI: Scope and nature of MIT WIL activities agreed upon and approved by AB and EMC</p>	Schools	Q4, 2021
	d) Establish a working group to include careers staff to expand	Framework available for including Career Development	Executive Dean / Heads of School	Annual report on WIL framework through TLC.

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Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
	the number of work-oriented opportunities for students and create a positive environment with a focus on career development	centre into BITE and in coordinating placement WIL activities as part of Industry-facing educational experience.	/Campus Directors	WIL web presence maintained to reflect WIL activities published on the MIT homepage at https://www.mit.edu.au/study-with-us/why-choose-mit/work-integrated-learning-wil .
	e) Establish an Industry Mentoring Group (IMG) to provide seminars and insights to enhance graduate outcomes.	Register of IMG seminars and student attendance	Deputy Head of School	Regular School Reporting and TLC Annual report. Q2, 2022 completed
	f) Development of a Career Preparation Program to enable students to connect to industry orientated units.	Target: Three seminars conducted through each Trimester. 30% students sign up to program by 2023	Campus Directors	Annual TLC Report.

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Goal 2: Develop innovative, adaptive, creative pedagogies and teaching excellence				
Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
2.1 Develop innovative, adaptive and creative pedagogies	a) Explore emerging teaching techniques and strategies to enhance learning engagement and experience i.e. Hybrid or hyflex, Flipped classroom	Student Experience Survey (SES): Learner engagement Target: Exceeds national average in relevant field.	Heads of School / Course Coordinators	QILT report to AB annually
	b) Prioritise and support the development of innovative and pedagogically robust on-campus and online educational practices.	Student Experience survey (SES): Student satisfaction in teaching practices. Target: Exceeds national average in relevant field.	Heads of School / Course Coordinators	QILT report to AB annually
	c) Enable effective digitisation of units and courses to foster on/off campus learning.	Course Experience Questionnaire (CEQ) satisfaction in teaching quality Target: Exceeds National Average in relevant field.	Heads of School / Course Coordinators	QILT report to AB annually
	d) Staff to embrace the opportunity provided by digital disruption and embed elements of assignment infused with forums in online teaching to enhance student progression.	Student Progress Target: Continue to maintain student progression rate (PG) improved student progression rate (UG). Target: hyflex to be piloted and reviewed for suitable adoption	Heads of School / Course Coordinators	Attrition, Progression, Completion annual report to AB Q2,2022

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Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
2.2 Develop innovative high- quality teaching and learning centric support practices through new technologies.	a) Provide staff with examples of best practice technology enhanced learning for use in their design of teaching material.	Number of examples made available on LMS, and through professional development seminars	Heads of School / Course Coordinators.	Annual report through TLC
	b) Provide resources to staff and students to support them taking advantage of the opportunities that technology enhanced teaching and learning provides.	Establish a Certificate in Learning and Teaching Innovative practise (MIT non-award)	Centre of Learning Coordinator (Syd)	Certificate developed Q1, 2022. enrolled staff reported annually.
	c) Create more technology enhanced experiential learning (TEEL) opportunities focussed on employability, enterprise, and entrepreneurship in the assessed curriculum.	Complete review of TEEL in curriculum Q3,2021 . Recommendations implemented Q2,2022 .	Heads of School / Course Coordinators.	Audit of curriculum for TEEL components reported annually through TLC
2.3 Support teachers to utilise data and feedback to inform teaching excellence.	a) Establish a protocol and practise amongst teaching staff to fully utilise data and reporting documents, including student progression reports to set expectations in performance in teaching and learning at individual unit, course levels.	Benchmarking and Survey results: <ul style="list-style-type: none"> • QILT survey • Student progression reports • Student Experience Survey 	Heads of School / Course Coordinators.	Operating practise adopted, utilised in digital delivery meetings as required within each trimester.

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Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
		<ul style="list-style-type: none"> Inteliboard unit analytics. 		
	b) Centre of Learning support to all levels to develop the skills needed by staff to effectively manage teaching performance.	Audit skill needs to effectively manage teaching performance. Develop training program that also helps retain staff.	Heads of School / Campus Directors	Training options for staff delivered as needed.
	c) Continue to use feedback and data to address poor teaching and learning outcomes.	Unit and course reviews, and student experience surveys.	Heads of School / Course	Records kept through school reporting of intervention in
2.4 Enhance Teaching and Professional capability in academic staff underpinned by disciplined related scholarly development.	a) Ensure that teaching is informed by scholarly active staff.	Monitor and record currency of scholarly attainment in both full time and sessional staff with teaching responsibilities.	PD Coordinator	Annual report to TLC and AB.
	b) Conduct 'professional development 'seminar series on innovative and contemporary teaching practise.	Develop themes for seminar series in line with staff needs. Source presenters internally and externally.	PD Coordinator	Published seminar series, noting staff attendance annually.

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Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
	c) Ensure Teaching staff on industry accredited programs, maintain association to ensure professional competency standards are maintained.	Institutional member of professional bodies is maintained where appropriate. Number of events/conferences attendance / presentations are noted.	Course Coordinators	Professional Association interaction is recorded annually.
2.5 Recognise, reward, and enable teaching and learning excellence	a) Recognise and reward consistent staff contribution towards teaching and learning excellence	Receive nominations for the staff teaching excellence awards KPI Low academic staff turnover Target: target to be worked out once baseline is provided***	Heads of School / Executive Dean	Present staff teaching excellence awards annually.
	b) Connect and support professional development aligned to teaching and learning priorities as part of individual staff career progression.	Staff performance reviews to include teaching goals and associated PD support KPI: Staff leadership of Learning and Teaching Excellence Target: decide on achievable 10% increase annually	Heads of School / Executive Dean	Establish Champions of learning and teaching excellence Annually
	c) Expand and promote the recognition and reward of	Establish criteria to recognise team contribution in enhancing	Heads of School / Executive Dean	Recognition of Teaching excellence achievement in

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Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
	teaching excellence to include team-based contribution	student learning experience		promotion applications
			Coordinators.	teaching practise.

Goal 3: Develop authentic, meaningful, and relevant assessment				
Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
3.1 Ensure all courses have authentic and relevant assessment	a) Ensure assessment is meaningful, relevant, and authentic with the provision of timely and regular feedback.	Improved instruction and assessment. Target: Develop concise and clear Rubrics for all assessments and units consistent with unit learning outcomes.	Course Coordinators	Report to TLC Q1,2022
	b) Establish a progressive hierarchy of skills for students to master through appropriate rubric design	Improved rubrics for assessment. Target: Develop concise and clear Rubrics for all assessments and units consistent with unit learning outcomes.	Course Coordinators	Q3,2021
	c) Expand the effective use of digital technologies to enable provision of feedback and flexible assessment tasks to ensure students have knowledge of their progress.	Review and report by School	Deputy Head of School / Course Coordinators	Report to TLC Q1,2022

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Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
	d) Strengthen assessment design including formative assessment and learning opportunities for students to maintain academic integrity.	Reduction in academic integrity and misconduct – year on year. Target: 10% reduction in AI/academic misconduct year on year. Target: Increase the percentage of assessment for which plagiarism is not possible	Heads of School / Course Coordinators.	Annual report to AB Q1,2022
	e) Conduct rolling reviews across both course and unit outlines regarding learning content and assessment to increase student learning	Maintenance of high-quality course and unit guides, ensuring standardisation of content, structure, and presentation. Utilise digital technologies to	Heads of School / Course Coordinators.	Annual reporting on progression rates to AB
	engagement and to improve learning outcomes.	include formative assessment in all teaching units. Target: Progression rates UG and PG to exceed National average each year.		
3.2 Develop an environment of staff accountability,	a) Provide support for all academic teaching staff to develop appropriate assessment to engage student knowledge development and support their learning	Implement assessment design that integrates timely feedback mechanisms to students	Heads of Schools / Course Coordinators	Revised assessment design through scheduled course review process.

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***Evaluation to be done jointly by HRM and ED

Goal 3: Develop authentic, meaningful, and relevant assessment				
Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
capability, and engagement to enhance discipline-based teaching best practise	b) Develop guidelines and mechanisms to ensure the quality of teaching and the standard of assessment is consistent across both Schools.	Review and implement guidelines that standardise differential grading outcomes across disciplines and campuses	Heads of Schools / Course Coordinators	Report detailing revised assessment process approved by TLC as necessary.
	c) Ensure that assessments are transparent, applied consistently and are congruent with learning outcomes	Improvement in student progression rates, grade distribution rates and attrition rates equal to national average for both UG and PG students Periodic review audit of unit descriptions	Heads of Schools / Course Coordinators	Annual Attrition, Progression, Completion report to AB.
3.3 Enhance technology support for student centred learning.	a) Ensure student experience is included in capital investment and campus space planning initiatives.	Alignment with teaching ratio's accreditation requirements and student experience measures.	Group General Manager / Executive Dean	Facilitate investment and connection to measures.
	b) Prioritise the continued development of formal and informal learning spaces (both physical and virtual) to foster collaborative, connected learning.	Connect learning space development to student learning needs	Group General Manager / Executive Dean / Heads of School	Enhanced student satisfaction feedback
	c) Provide and promote appropriate use of learning technologies.	Evidence of embedded practise.	Heads of School / Course Coordinators.	Embedded learning technologies.

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Goal 3: Develop authentic, meaningful, and relevant assessment				
Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
	d) Provide high quality and equitable technology support for students enabling responsive administrative and course advice and learning support regardless of mode of study.	Evidence of technology aided administrative, course advise, and learning support for students.	Campus Directors	Embedded technology support systems for student experience.

Goal 4: Encourage and promote a student-centred approach to our learning and teaching				
Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
4.1 Establish a forum for student input and feedback into the learning experience.	d) Create a mechanism to actively seek and value student feedback, and ensure it is incorporated into the student learning experience.	Establish an online feedback portal, combined with other forums to enable input of the student voice.	Campus Directors / Heads of School	Student input / feedback received and actioned – School meeting action lists.
	e) Redesign measures to enable and encourage multiple points of timely feedback throughout the study period.	Course Coordinators through Unit Coordinators, evaluate feedback in a timely fashion, including considerations in response to the outcomes of the QILT suite of surveys.	Course Coordinators / Unit Coordinators	Feedback response action reviewed and recorded in School meetings.
	f) Enhance communication of the outcomes of student feedback to students, including how their feedback has led to unit / course changes or improvements.	Established communication channels to student cohort. Noted communication on feedback evaluation and action.	Campus Directors / Heads of School	Records of communications.

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Goal 4: Encourage and promote a student-centred approach to our learning and teaching				
Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
4.2 Enhance technology support for student centred learning.	a) Ensure student experience is included in capital investment and campus space planning initiatives.	Alignment with teaching ratio's accreditation requirements and student experience measures.	Group General Manager / Executive Dean	Facilitate investment and connection to measures.
	b) Prioritise the continued development of formal and informal learning spaces (both physical and virtual) to foster collaborative, connected learning.	Connect learning space development to student learning needs	Group General Manager / Executive Dean / Heads of School	Enhanced student satisfaction feedback
	c) Provide and promote appropriate use of learning technologies.	Evidence of embedded practise.	Heads of School / Course Coordinators.	Embedded learning technologies.
	d) Provide high quality and equitable technology support for students enabling responsive administrative and course advice and learning support regardless of mode of study.	Evidence of technology aided administrative, course advise, and learning support for students.	Campus Directors	Embedded technology support systems for student experience.
4.3 Enhance the student learning experience for progression	a) Ensure unit and course design provides opportunities for scaffolding students learning.	Clearly identify scaffolded practice through unit learning outcomes across all courses.	Heads of School / Course Coordinators.	Course outline changes approved by AB.

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Goal 4: Encourage and promote a student-centred approach to our learning and teaching				
Key Objectives	Actions	KPI's and Targets	Responsibility	Implementation Evidence
success and retention.	b) Provide resources to ensure each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery.	Set targets for online and blended learning accessibility.	Heads of School / Executive Dean	Successful delivery in online and blended mode.
	c) MIT will continue to build upon 'INSPIRE' and associated academic support programs to identify and provide early intervention to students at risk of unsatisfactory academic progress.	Number of interventions recorded as part of progression support – CPRC / Inspire. MIT will continue to formally review the progression rates and grade distributions to identify areas of improvement and embed interventions and initiatives for enhanced student progression and completion.	CPRC Coordinator / Chair, Inspire	Annual Reporting TLC, AB.
	d) Ensure engaged and inclusive learning and teaching practices are embedded into practice.	Improved retention and completion statistics	Heads of School / Executive Dean	Improved retention and completion statistics reported annually through AB.
	e) Recognise student success and excellence.	Continue award scheme.	Chair Academic Board	Letter of Commendation to students.

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